

It's a Small World!

The developing world -
a resource for adult basic education

Claire Cunningham, Valerie Ryan

Should we buy Fairtrade goods when we go shopping?

Will we always have a supply of clean water?

Why is there still so much hunger in the world?

These are questions which often appear in the media or crop up in daily life. This resource book does not claim to provide the answers. However, it will provide a starting point – or a back-up – for tutors and students in adult basic education to think and learn about these and other development issues.

The resource book explores a wide range of development topics and also includes some activities which focus on particular aspects of language and spelling. Tutors may pick and choose whatever activities or issues are of interest to students.

We hope you enjoy this resource book. We hope it will make you think.
We hope it will make you act.

This is a photocopiable resource.

This resource book is available to download from:
www.developmenteducation.ie/resources

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Map Sources:

Wiesmann, D. 2006. 2006 global hunger index: A basis for cross-country comparisons. Issue Brief 47. Washington, DC: International Food Policy Research Institute.

FAO, 2005. The State of Food Insecurity in the World 2005. www.fao.org/corp/publications/en/

UNICEF, 2005. The State of the World's Children 2005. www.unicef.org/publications/index.html

WHO 2006. Global Database on Child Growth and Malnutrition. www.who.int/nutgrowthdb/

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Not a Drop to Drink

In this section you can practise using lots of words connected with water and think about the importance of having clean, safe water to drink.



Thinking about water

© Sebastian Vandermeersch



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Word endings: adding ing

Words ending in a consonant	Words ending in e
drink drinking rent renting	have having make making like liking

Add **ing** to these words.

clean _____

take _____

read _____

write _____

Answers on page 99.

Water words ending in ing

Keywords

drink boil clean flush cook rinse

Why do you use water? Name three reasons.

For example,

for washing

1. for _____

2. for _____

3. for _____

Using water

1. How many times a day do you use water?

Write the number 1, 2, 3, 4...

Using water	How many times a day?
Filling the kettle	
Brushing your teeth	
Washing dishes	
Flushing the toilet	
Having a shower	

2. Add two more ways you use water.

How we use water in Ireland

What do you think?

Do you agree or disagree with these sentences?

✓ Tick a box.

Agree

Disagree

1. In Ireland we have lots of good, safe drinking water. It rains a lot. We have many lakes, rivers and streams.

2. We can use as much water in our houses as we want. It doesn't matter how much we use.

3. We will never be short of good, safe drinking water.

Spelling: words beginning with un

You can say dirty water is **not safe** or is **unsafe**. It means the same.

<p>NOT not clean not safe</p>	<p>UN- unclean unsafe</p>
--	--

Write in the word that means the same.

1. not kind un _____
2. not well _____
3. not happy _____
4. not fair _____
5. not lucky _____

Answers on page 99.

Mixed up sentences

Finish the sentences with the correct words:

We need... ...can make people sick.

Dirty water... ...water which is not clean.

It is not safe to drink... ...clean water to drink.

Answers on page 99.

Water Facts

Without water

- farmers cannot grow food
- children miss school because they have to find water
- farm animals die
- it is hard to cook meals



© IRISH AID/Maxwells

Did you know?

1. About 60 per cent of our bodies is made of water.
2. People in 80 countries do not have enough clean water.
3. Every day thousands get sick and die from dirty water.
4. Many people in countries in Africa, South America and Asia have to walk miles every day to find water.
5. In many of those countries people have to buy all their water. They pay a lot of money for water.

Water quiz

Read these sentences.

✓ Tick **true** or **false**. You will find the information you need on page 10.

	True	False
1. Many people get sick and die from dirty water.	<input type="checkbox"/>	<input type="checkbox"/>
2. Our bodies are made up of 60 per cent water.	<input type="checkbox"/>	<input type="checkbox"/>
3. Everyone in the world has clean water to drink.	<input type="checkbox"/>	<input type="checkbox"/>
4. Everyone is close to clean water.	<input type="checkbox"/>	<input type="checkbox"/>
5. Many people have to buy water to drink.	<input type="checkbox"/>	<input type="checkbox"/>

Answers on page 99.



© IRISH AID/Maxwells

What do you think?



© IRISH AID/Maxwells

A woman in Malawi carries water home. Many people in Africa have to walk ten kilometres or more every day to find clean drinking water.

Read these sentences.

✓ Tick **yes** or **no**.

If you had to walk 10 kilometres every day to find clean drinking water would you...	Yes	No
...wash out the bin with it?		
...dye your hair with it?		
...cook your food in it?		
...use it to flush the toilet?		
...water the grass with it?		
...brush your teeth with it?		
...drink it?		

Where do we find water?

Keywords

river pool lake spring sea rain well

Choose a word to complete the sentences:

I like being near water. I walked down to the local

swimming

lake
pool
spring

 last week. Before I went out, I put on

my coat because it looked like it was going to

rain.
well.
river.

Sometimes I like to go fishing on the

well
rain
river

 which is near

my cousin's house. They have lovely water to drink because

it comes from their own

sea.
swimming pool.
well.

Answers on page 99.

Read this story.

Three hours to walk for clean water

In a place called Rutare, in Rwanda, 500 families used to drink and wash with water from a dirty river.

Clean water was far away. Many people used to walk for three hours to get clean, safe water. Usually the women and children went to get water and carry it back home.

Because the water was far away, they sometimes used dirty water.

In Rutare, there was a small spring, but it was hard to take much water from it.

Matching sentences

Match the sentences. One is done for you.

People in Rutare drank water from...	...too far away.
Many people walked...	...got the water.
Women and children...	...a dirty river.
Clean water was...	...for three hours.

Answers on page 99.

Now read the rest of the story.

Free, clean and safe water

The good news is that the spring has been used to get better water.

The people put in new tanks to store the water. Taps were put on the tanks.

People can get free, safe and clean water from the new tanks every day.

They did the work with the help of Concern. Concern is an Irish development agency. They work with people in poorer countries to help them have better lives.

(Adapted from an article on www.concern.net)



Local women in Rutare use the new taps and tanks to get clean water.

© Concern

Water words: adding vowels

Complete these water words.

Pick a vowel.

Missing letters: **a** **e** **i** **o** **u**

dr__p

t__p

b__ck__t

p__l

w__t__r

r__v__r

r__n

s__

p__nd

l__k__

Answers on page 99.



© Patsy Toland/Self Help Africa

Extra reading

Lucy Mansa

Women and children in Lucy Mansa's village used to walk for miles to fetch water from rivers and waterholes. The same water was also used by animals. Disease caused by dirty water was common. Many children missed out on school because they had to spend so much time collecting water.

Lucy is a cocoa farmer. She says, "We rely on the money we get from cocoa for everything: for food, clothes, medicines, and school fees."

Lucy joined Fairtrade to get a fair price for her cocoa. She is happy now that she has enough money to send her children to school.

Some of the money from Fairtrade was used to build new wells. People now have safe, clean water right in the heart of their village.

(Adapted from www.maketradefair.com)

What's Fairtrade? Read more on page 68.



Lucy Mansa, a cocoa farmer from Ghana

© Oxfam International

Working Children

In this section we think about the difference between child labour and a child having a job. We also find out more about the **Rights of the Child**.



Working Children

Many children have jobs, but millions of children are doing work which is called **child labour**.

What is that?

This is work they should not do. The children doing child labour are between 5 and 17 years of age.

They may be doing **dangerous work**
heavy work
illegal work
soldiers' work

This kind of work is child labour.



© Trócaire



© Trócaire

What do you think?

1. What age are the workers in the photos?
2. What jobs are they doing?

Have you any idea?

✓ Tick your answer.

	Yes	No	Don't know
1. Do you know how old the person was who made your trainers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you know how old the person was who made your t-shirt or jumper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The last time you were in a shop, do you know how old the person was who worked there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Did a young boy or girl pick the beans for your cup of coffee or the leaves for your tea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Many children have to look after their brothers and sisters because there is no one else to do it.

© Patsy Toland/Self Help Africa

What do you think?

Does it matter what age the person was?

Yes, because...

No, because...

Don't know...

Child Labour or Jobs?

Keywords

labour jobs around business dangerous often

Many children help at home.

They do jobs around the house, in a family business or on a farm.

We talk about **child labour** when we mean a child

- is doing work that is not good for him or her, or harms him or her
- is doing work that is dangerous
- has to work and cannot go to school
- is often doing the work of an adult



Jaime is 9. He works on a coffee plantation.

© Trócaire

Discussion

What safe work or jobs can children do?

1. Cut out the flash cards on the next page.
2. Hand out the cards. Ask the group members to read their cards. Ask members to decide if they think the work on their card is safe for a child to do.



babysitting

milking cows

feeding lambs

fighting in an army

washing cars

gold-mining

housekeeping

picking tea leaves

selling in a market
all day

carrying heavy loads

searching a dump
to find things to sell

minding a family

sewing soccer balls

cooking in a kitchen

making bricks

acting

making fireworks

sewing t-shirts

Places children work

Keywords

mines fields factories quarries streets restaurants farms armies

Children work in all these places. Do you think they should?

Do you agree or disagree?

✓ Tick what you think.

Where?	Agree	Disagree
Mines	<input type="checkbox"/>	<input type="checkbox"/>
Fields	<input type="checkbox"/>	<input type="checkbox"/>
Factories	<input type="checkbox"/>	<input type="checkbox"/>
Quarries	<input type="checkbox"/>	<input type="checkbox"/>
Streets	<input type="checkbox"/>	<input type="checkbox"/>
Restaurants	<input type="checkbox"/>	<input type="checkbox"/>
Armies	<input type="checkbox"/>	<input type="checkbox"/>
Farms	<input type="checkbox"/>	<input type="checkbox"/>



Katia is 10. She works in a fruit market.

© Trócaire

Questions

Write out some question marks. The first one is done.

? _____

A question always asks something. It needs an answer.

Questions often start with words like
who what where when why which how

When writing, use a **?** at the end of a question.

These are all questions:

Who are you?

What is your name?

Where are you?

Where do you live?

Which of these are questions?

What colour is your jacket

What colour is your house

Your book is on the table

Who is at the door

The door is open

Is the door closed

It is warm today

The room is very big

How much does that bag cost

1. Add a question mark to the ones you think are questions.
2. What do you need to add to the ones that are not questions?

Answers on page 99.

More than one

Plural means more than one.

For most words, we add **s** to make a plural.

Write out the missing words.

t-shirt	two	t-shirts
house	three	_____
hotel	four	_____
street	five	_____
job	six	_____

Answers on page 99.

Cartoon

Watch the cartoon **Freedom from Child Labour** on the internet.

www.unicef.org/videoaudio/video_top_cartoons.html

Does this cartoon tell you anything?

What do you think it is saying? Write at least one sentence about the cartoon.

The Rights of the Child

Children in Ireland, and in all countries, have the same rights.

Their rights have been written down as **articles**. The articles have been put together and are called a **convention**.

The convention is called the **Convention on the Rights of the Child**.

What does the convention say about children and work?

Article 32 says that

you have the right to be protected from work that might threaten your health, education or development.



Children in Malawi. © Irish Aid/Maxwells

Convention on the Rights of the Child

You can read a short version of the Convention on the Amnesty International website at:

<http://www.amnesty.ie/amnesty/live/irish/education/article.asp?id=7530&page=3376>

Click on **Convention on the Rights of the Child - full version**

The Devil's Footsteps

This section looks at the landmine issue. We find out how landmines can affect lives and about the work of deminers.

An extra challenge can be added to the activity on page 37 by cutting out the series of events and asking students to decide on the order.



© Sean Sutton/MAG

The Devil's Footsteps It's a Small World!

Looking at a photograph



1. Who is the woman in the middle?
2. Who is the woman on the left?
3. Where are they?

Answers on page 100.

The Story of Song Kosal

1. Look at this photo. What do you see?



Song Kosal
© Tony D'Costa

2. The girl's name is Song Kosal. Read her story.

Keywords

blown off injured hospital crutch village artificial

Hello. I am Song Kosal. I am a little girl from Cambodia and I am twelve years old.

Years ago, when I was very small, I went to play with my friends close to my house. All of a sudden, 'Boom!' My right leg was blown off. My friends were injured, too. We were taken to a hospital.

Until two years ago, I walked on one leg with a crutch. One day a car visited my village and they told me they could give me an artificial leg. I feel more comfortable with my friend the crutch, and sometimes I leave my leg at home.

Sometimes I dream I have two legs again.

3. Look at the photo of Song Kosal again. Do you now want to use different words to describe her?

Imagining

Imagine that there are landmines in the area around where you live. You don't know exactly where they are.

1. How would this affect your life?

Think of some ideas. We have given you one.

You could not let children play outside.

2. What could you do about it?

Think of some ideas. We have given you one.

You could put up a **Danger!** sign.



Checking that land is free of landmines

© Sean Sutton/MAG

Spelling: words ending in er

Look at these words: **clean – teach – village – learn – drive – teenage**

Fill in the missing words.

Someone who cleans is a **cleaner**.

Someone who learns is a _____

Someone who lives in a village is a _____

Someone who drives is a _____

Someone in their teenage years is a _____

Someone who teaches is a _____

Spelling: words beginning with de

Look at these three words. Match each word with the right meaning.

defrost	something which removes odours or smells
demister	get rid of frost or ice
deodorant	a heater that removes mist from a car windscreen

Deminers



These people are **deminers**.
What do you think a deminer does?

Deminers in Angola © Sean Sutton/MAG

Answers on page 100.

Deminers in Laos

These four women are from Laos, a country in Asia. It is between Thailand and Vietnam. They all work for MAG as deminers.

Read what they say about their job.



MAG is the Mines Advisory Group. They clear landmines in many countries.

Keywords

clear country injured explosion office applied position



(a) Sidavone Sipaseuth
© MAG

"I want to clear landmines from my country because my older sister lost an eye and injured her leg in an explosion 15 years ago."



(b) Vansom Pimavong
© MAG

"I worked as a cleaner in the MAG office for two years. I wanted to change my job so I applied for this position."

Keywords

joined villagers training instead community different



(c) Bouakham Keophomma
© MAG

"I joined MAG because there are no jobs in my village. This is a good job. MAG clears land so that villagers can grow more food."







(d) Davanh Simmavong
© MAG

"I finished my teacher training last year but decided to join MAG instead. Both jobs help the community in different ways."

Matching sentences to photos

The four women have told you something about themselves. They have said why they became deminers.

Match the sentences to the correct photo. Read what they said again and tick the boxes. The first one is done for you.

	 (a) Sidavone Sipaseuth	 (b) Vansom Pimavong	 (c) Bouakham Keophomma	 (d) Davanh Simmavong
Her sister was injured in an explosion.	✓			
There were no jobs in her village.				
She wants to help her community.				
She wants to clear land so that the villagers can grow more food.				
She thinks it is a good job.				
She wanted to change her job.				

Answers on page 100.

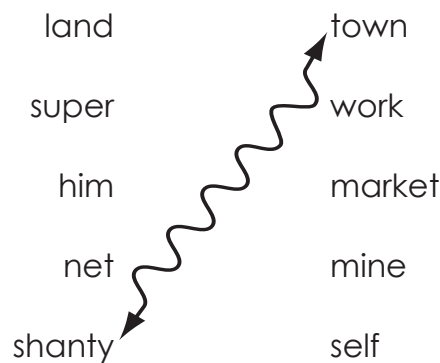
Discussion

1. Are you surprised by the reasons the women give?
2. Is this a job you could imagine doing?

Spelling: long words

The word **landmine** is made up of two smaller words, **land** and **mine**.

Can you make longer words by putting these words together? We have done one for you.



Complete these sentences using the words you have put together.

1. I do my shopping every week in a _____
2. Many poor people live in a _____
3. A _____ can kill or injure someone.
4. When she has a problem, she has a good _____ of friends who help her.
5. He had no one to help him so he did it _____

Answers on page 100.

Series of events

1. Read this series of events.
How does each one lead to the next?

A farmer has landmines on his land.



He cannot grow any crops or keep animals.



He has nothing to sell in the market.



He has no money for food or medicine for himself and his family.



They leave the farm and go to the city where they live in a shanty and beg for money.

2. Now invent a different series of events.

A farmer's land is cleared of landmines.



Video

Go to the website of MAG.

www.maginternational.org

Click on **multimedia**.

Watch the video **Not on your doorstep** or one of the other videos.



A Vietnamese deminer

© Sean Sutton/MAG

Changing the World

In this section you can read about the work of an inspiring Irishwoman. You can also work on the names of countries and nationalities and try your hand at a crossword.

Who am I?



Bono

© Andrew Macpherson



Bob Geldof

© Concern

Read these sentences one by one. Who is speaking?

I am Irish.

I am famous.

I am a singer.

I talk a lot.

I annoy a lot of people.

I have got into trouble for swearing.

I work to help poor people in developing countries.

If you said Bob Geldof, you are right.

If you said Bono, you are also right.

The information is correct for both of them.

Discussion

1. What have Bob Geldof and Bono done to help the poor people of the world?

Answers on page 101.

2. Fill in a word to finish this sentence:

Some possible words are: don't / should / can / can't.

Famous people _____ help the poor people of the world.

Why did you choose this word?

Spelling: countries and nationalities

We use a capital letter every time we write the name of a country. For example, **Ireland** or **England**.

We always use a capital letter to say someone is **Irish** or **English** or from any other country.

Ireland is the name of a country.

Irish is the word we use to say someone is from Ireland.

1. Match the country to the people.

Ireland	English
England	Polish
Poland	Irish

2. Match the country to the people.

Mexico	German
Germany	Nigerian
Nigeria	Mexican

3. Here are some different ones. Match the country to the people.

Iraq	Vietnamese
Vietnam	Greek
Greece	Iraqi

Answers on page 101.

Christina Noble is a woman who is working in Vietnam. If you want to read about Christina's early life, read this page. If you want to read about Christina's work, read page 43.

Christina Noble's early life

Keywords

orphanage escaped ground hole husband violent dream Vietnamese



Christina Noble with a Vietnamese baby © CNCF

Christina Noble was born in Dublin on 23 December 1944. When she was ten, her mother died. Christina spent four years in an orphanage.

After she escaped, she slept in a hole in the ground. She later went to England. She married and had three children, but her husband was violent.

In 1971, Christina Noble had a dream. In the dream, Vietnamese children were asking her for help.

Putting events in order

After you read about Christina, try to put these events in the right order. Number them 1, 2, 3, 4, 5, 6. The first one is done.

Christina Noble was born. 1

She went to England.

She escaped from an orphanage.

Her mother died.

She had a dream about children in Vietnam.

She got married.

Answers on page 101.

Christina Noble's work

Keywords

dream Vietnamese Vietnam foundation destitute thousands
awards appalling childhood



Christina Noble with Vietnamese children

© CNCF

In 1971, Christina Noble had a dream. In the dream, Vietnamese children were asking her for help.

In 1989, she went to Vietnam to set up the Christina Noble Children's Foundation. She helps thousands of destitute children to get medical care and education. Christina has been given many awards for her work.

Christina says that she had an appalling life as a child. She wants to give other children back their childhood.

Matching words

Match the words.

begging

awards

prizes

education

very poor

asking

schooling

appalling

terrible

destitute

Answers on page 101.

Writing

Write in as much information as you can about Christina.

Name:	Christina Noble
Nationality:	_____
Date of birth:	_____
Her dream:	_____ _____
Where she lives now:	_____
Her work:	_____ _____ _____

Do you have all the information you need to finish this?

If you read about **Christina Noble's early life**, find someone in your group who read about her work. Ask them for the rest of the information you need.

If you read about **Christina Noble's work**, find someone in your group who read about her early life. Ask them for the rest of the information you need.

Christina Noble Crossword

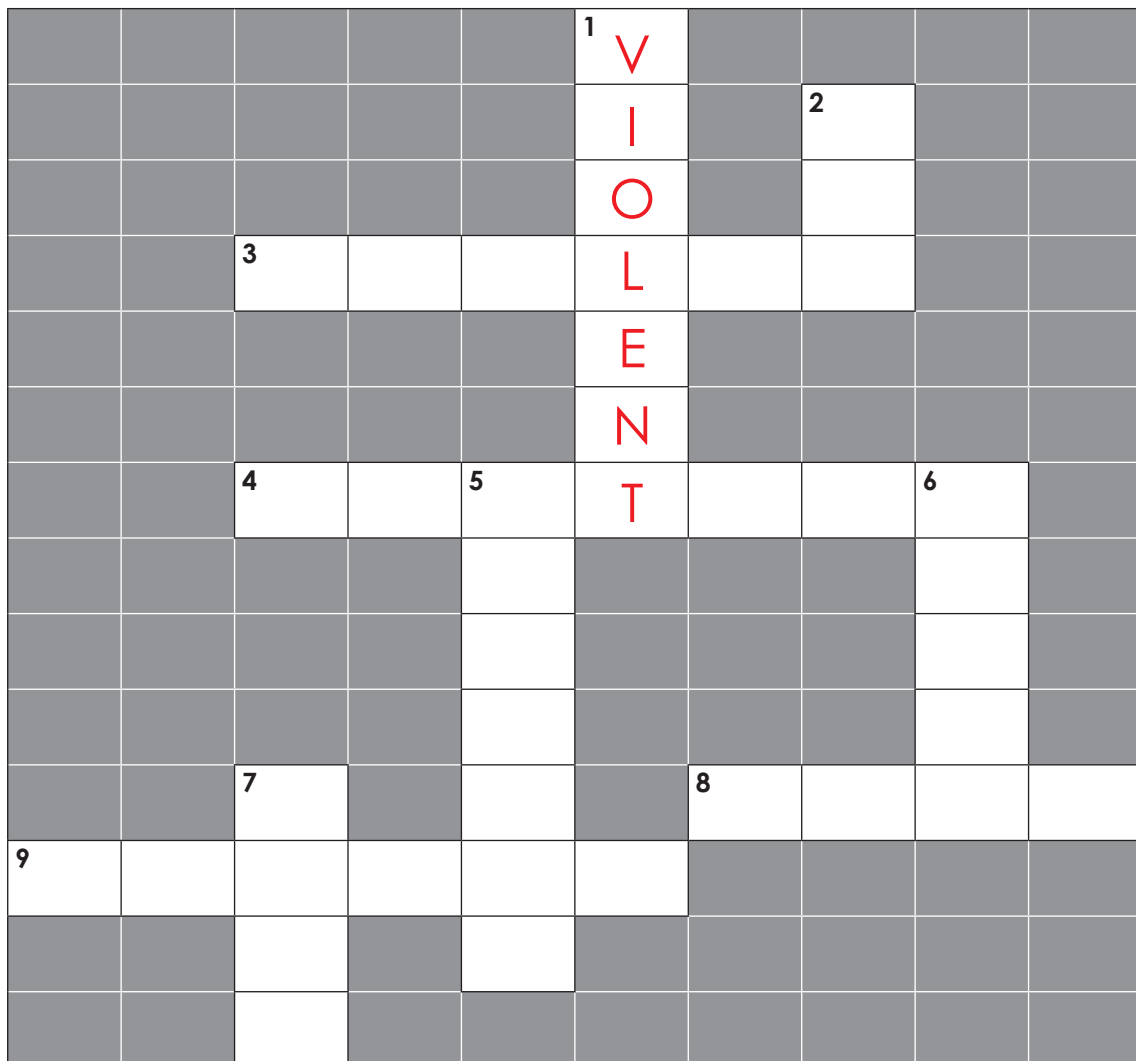
Clues

Across

3. Where was Christina born?
(6 letters)
4. Where does she work? (7 letters)
8. The opposite of **poor**. (4 letters)
9. As a child, she slept in a hole in the (6 letters)

Down

1. When she married, her husband was ... (7 letters)
2. What age was Christina when her mother died? (3 letters)
5. Where did she go first when she left Ireland? (7 letters)
6. At the Sunshine School they teach art and ... (5 letters)
7. Where did she sleep when she escaped from the orphanage?
In a ... in the ground. (4 letters)



Answers on page 101.

People we admire

1. Think of a famous person who you admire.

Who is it? _____

Tell your group who it is. Why do you admire him or her?

2. Think of someone who is not famous who you admire.

Who is it? _____

Explain to your group who it is. Why do you admire him or her?

3. If you had one dream to change the world, what would it be?

4. Do you agree or disagree with this sentence? ✓ Tick a box.

One person cannot change the world,
so it is not worth trying. **Agree** **Disagree**

Tell the group why you agree or disagree.

Writing

Write a short piece about someone you admire. A sentence or two will do.

Send a message



Children doing art at the Sunshine School © CNCF

The Christina Noble Children's Foundation has a school where children learn about art and music. It is called the Sunshine School.

You can look at some of the children's paintings on this webpage:

www.cncf.org/en/gallery/intro.php

Read the messages to the children. Why not send your own message?



© Concern

Bob Geldof's photos

Look at Bob Geldof's photos of Africa on this webpage:

www.randomhouse.co.uk/minisites/geldof/slideshow.htm

A World of Hunger

This section looks at the problem of hunger in the world.



Read all about it

Keywords

daily hunger million hungry deadline leaders
global millennium declaration

DAILY HUNGER NEWS



800 million people are hungry every day
© Irish Aid

800 million people hungry every day

At least 800 million people are said to be hungry every day. They are not getting enough to eat. Many people get food to eat, but it is only one kind, like rice. We need to eat different kinds of food to be healthy.

WORLD HUNGER INDEX TOP FIVE

1. Burundi
2. Democratic Republic of Congo
3. Eritrea
4. Sierra Leone
5. Ethiopia

(Source: IFPRI, 2007. This list changes over time.)

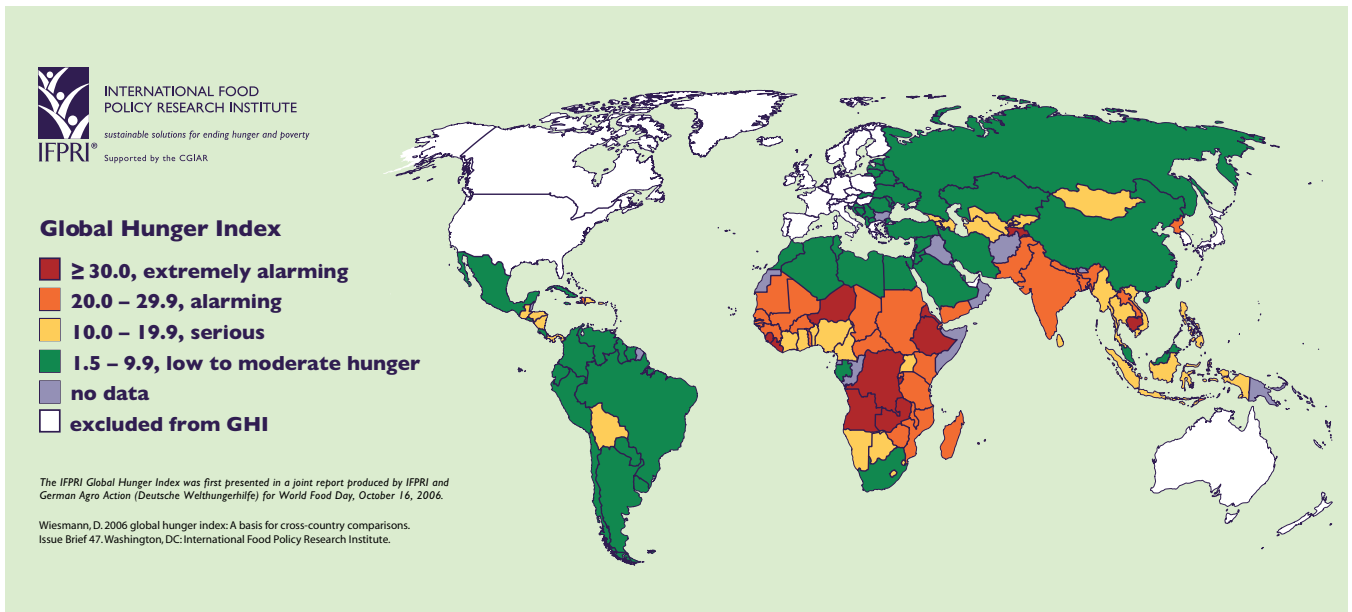
DEADLINE 2015

In September 2000 the leaders of 189 countries signed a global plan called the Millennium Declaration.

The Declaration has eight goals called the Millennium Development Goals or MDGs.

Part of the first goal is to cut hunger by half by 2015.

World Hunger Map 2006



Sources: FAO 2005, WHO 2006, UNICEF 2005, and author's estimates calculated for 2003. Reproduced with permission from the International Food Policy Research Institute www.ifpri.org. The brief from which this map comes can be found online at <http://www.ifpri.org/pubs/ib/ib47.asp>.

True or false

Read these sentences.

✓ Tick **true** or **false**. You will find the information you need on page 50.

	True	False
1. At least 800 million people are not getting enough to eat every day.	<input type="checkbox"/>	<input type="checkbox"/>
2. There is no hunger in Burundi, in Africa.	<input type="checkbox"/>	<input type="checkbox"/>
3. There is no plan to stop hunger in the world.	<input type="checkbox"/>	<input type="checkbox"/>
4. The Millennium Declaration was signed in November 1999.	<input type="checkbox"/>	<input type="checkbox"/>
5. The goal is to cut hunger by half by 2015.	<input type="checkbox"/>	<input type="checkbox"/>

Answers on page 101.

Comparing

1. poor poorer poorest

2. **y** changes to **i**

hungry hungrier hungriest

Many other words change in the same way.
For example, lazy, silly, dirty, funny, lovely.

3. good better best
bad worse worst

Fill in the missing word.

1. good

He was sick yesterday, but he is _____ today.

2. funny

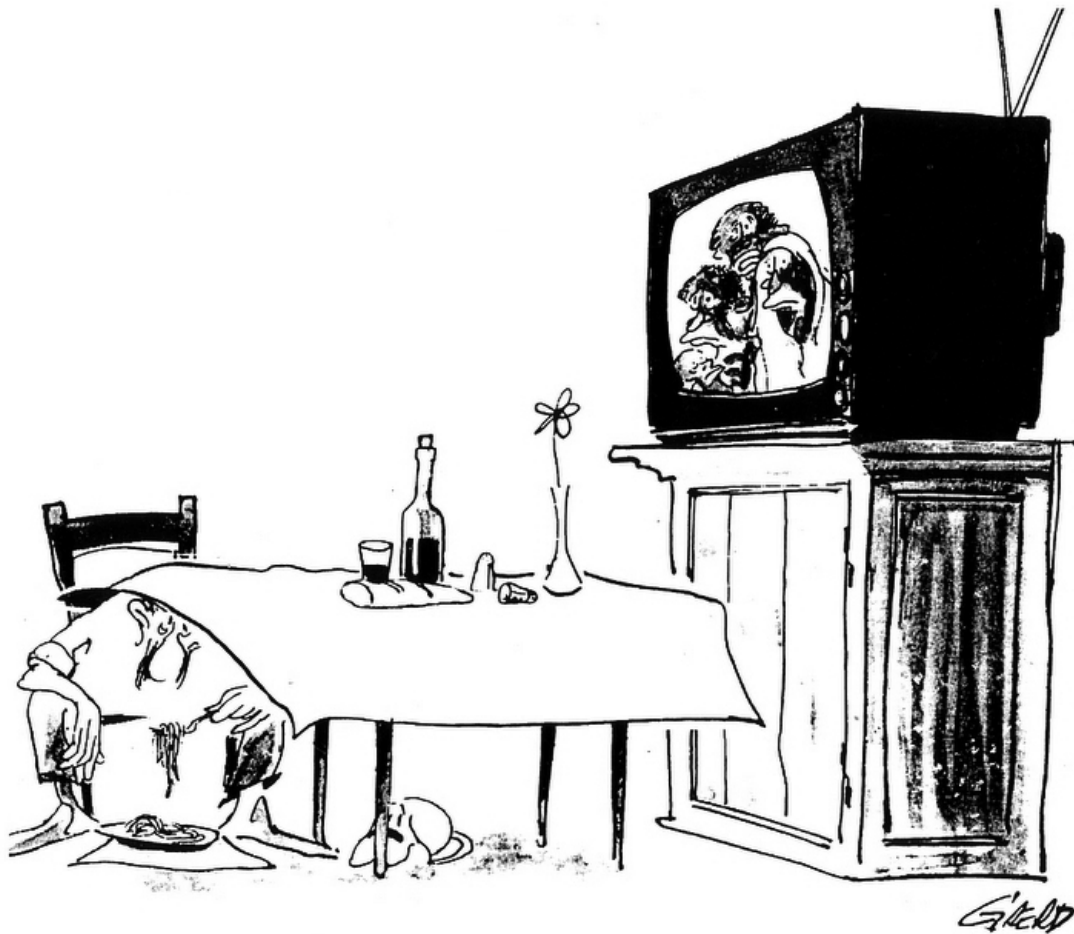
That was the _____ film I ever saw.

3. lazy

My cousin is the _____ man I know.

Answers on page 102.

Cartoon



© Jean-Pierre Girerd

1. Do you think this is a good cartoon?

Does it make you smile? Does it make you think?

2. Think of a caption for the cartoon.



© FAO/Ivo Balderi

Questionnaire

Circle your answers. You can circle more than one answer for each question.

1. Where do people in Ireland get their food?

buy it in shops grow it rear it (chickens, sheep) hunt it fish for it

2. What do people in Ireland do with food?

buy take-aways buy it pre-cooked cook it eat it uncooked

3. What do people in Ireland eat?

sweets (desserts, cakes, chocolates) dairy (milk, yoghurt) meat

vegetables (carrots, turnips, cabbage) bread, rice, pasta fish

The Famine

Keywords

reasons affecting salaries unrest victims



Victims of the Great Famine in Ireland

In Ireland, we talk about the famine we had more than 150 years ago. Many people died through hunger. There were many reasons for the famine.

Today, there are still many reasons why people die of hunger.

Rising food prices are affecting many countries. In developed countries we spend 10 per cent of our salaries on food.

In the developing countries of Asia, South America and Africa, people spend 50 to 90 per cent of the money they earn on food. This leaves them no money for transport, rent or healthcare.

Rising food prices have led to riots and unrest in Haiti, Egypt and other countries.

Questions

Do you think the way we eat has changed since the Famine in Ireland over 150 years ago? What are the differences?

List three differences.

1. _____

2. _____

3. _____

List three things that have not changed.

1. _____

2. _____

3. _____

Why are people hungry?

There are many reasons why people are hungry. In this activity, students discuss some of them.

1. Cut out the five cards.
2. Divide the students into small groups. Give a card to each group.
3. Ask students to read their card and talk about how their reason adds to hunger in the world.
4. Ask students to share their reasons with the wider group. They can also try to rank all five reasons in order of importance.



War

Armies use food to win wars. They take people's food or they destroy it.

Climate change

The world's climate has been changing. There are more storms, floods and drought which make it difficult to grow crops.

Rising population

The number of people in the world is growing fast.

Rising cost

Many foods like wheat and rice have got more expensive.

Biofuels

Crops are grown for biofuel instead of food. The biofuel is used in cars instead of petrol.

Something to think about



© FAO/J Cendon

Seventy per cent of the world's hungry live in rural areas. They depend on agriculture. Agriculture puts food directly in the stomachs of many people. Others depend on jobs in agriculture to earn money to buy food.

(Adapted from www.fao.org)

Food is a basic human right.

All human beings are born free and equal in dignity and rights, including the right to food.

What I can do

Find out when World Food Day is.

Find out if there are any special events in Ireland to mark World Food Day.

Money Matters

In this section we look at some of the different ways that development agencies raise money and you can fill in an order form for some unusual gifts.

We also think about how development agencies use photographs of people from the developing world.

Ways of raising money

People ask for money for developing countries in lots of different ways. How many can you think of?

1. _____
2. _____
3. _____



Comedian Colin Murphy advertises Trócaire's 24-hour fast
© Trócaire

Street collections

Some development agencies ask people for money in the street.

Do you agree or disagree with this sentence? ✓ Tick a box.

This is a good way to raise money. **Agree** **Disagree**

Tell the group why you agree or disagree.

Reading a poster



Questions

1. What is the event?

2. Who is it for?

3. When is it?

4. Where is it?

5. How much is it in?

Answers on page 102.

Writing a poster

Write your own poster.

Choose your own...

1. event
2. development agency
3. date and time
4. place
5. cost

Here are some ideas:

Concern / Trócaire / Bóthar / Goal

bring and buy sale / table quiz / sponsored walk / football match /
bungee jump / fancy dress competition...

Fill in the gaps.



We are holding a

to raise money for

Date: _____

Time: _____


Venue: _____

Entry fee: € _____ per person

All welcome!

Using photos

Development agencies often use photos when they want to raise money.



Your money saves lives


Please send what you can to...

Would you give money for these people?
Why? Why not?

What is the woman thinking?

Is this a good photo to use? Why? Why not?

Is it right to use this photo?



Your money saves lives.

Please send what you can to...

Would you give money for these people?
Why? Why not?

What are the boys thinking?

Is this a good photo to use? Why? Why not?

Is it right to use this photo?

More photographs

Look for photos used by development agencies in newspapers, magazines, posters or letters. Show them to the group.

1. If a photo is upsetting, is it right to use it? Why? Why not?
2. Would you let someone use your photo to raise money?

NOTE TO TUTOR: You may find it useful to download the Code of Conduct from www.dochas.ie before doing this activity. Many agencies have signed up to this Code, promising to use images that respect the dignity of people. The ads on this page are not real ads. Photos courtesy of FAO and Patsy Toland, Self Help Africa.

Gift cards

Development agencies raise money in lots of different ways.

One way is to sell gifts. If you buy a gift for a friend, you give your friend a gift card.

Your friend doesn't get the gift. Instead, the agency gives it to a poor person or family.



Bóthar is an Irish development agency.

Here are some of the gifts you can buy from Bóthar.
Match each gift with one way a family can use it.



Trees

sell the honey



A cow

use for firewood



Bee hives

drink the milk



Rabbits

sell the eggs



Hens

sell the baby rabbits

Filling in an order form

Jack Ryan lives at 3 Dublin Road, Arklow, Co. Wicklow.
His phone number is 0402-11223. He doesn't have an email address.

Jack wants to buy some gifts from Bóthar.

Choose your gift

Keywords

order appropriate in-kid dairy honey flock

Look at the first part of the Bóthar order form on page 65.

1. What is Jack buying from Bóthar?
2. How much does he have to pay?

Answers on page 102.

Your details

Use Jack's details to fill in the second part of the form.

Keywords

title Mr Mrs Ms

Payment options

Keywords

payment options debit order Visa Laser
number expiry signature

One way to pay for things is to use a Laser card. You need to have a bank account to have a Laser card.

If you use a Laser card, the money is paid directly by your bank. You don't need to send a cheque or give cash.

Look at Jack's Laser card on page 65. Use the information on Jack's card to fill in the third part of the order form.

Bóthar order form

CHOOSE YOUR GIFT

Please tick as appropriate

- | | | | |
|---|-----|---|-------|
| <input type="checkbox"/> Trees | €50 | <input type="checkbox"/> In-kid dairy cow | €1800 |
| <input checked="" type="checkbox"/> 2 hives of honey bees | €90 | <input type="checkbox"/> Flock of 50 hens | €190 |
| <input checked="" type="checkbox"/> 3 rabbits | €60 | | |



YOUR DETAILS

Title: _____

First name: Jack Surname: Ryan

Address: _____

Telephone: _____ Email: _____

PAYMENT OPTIONS

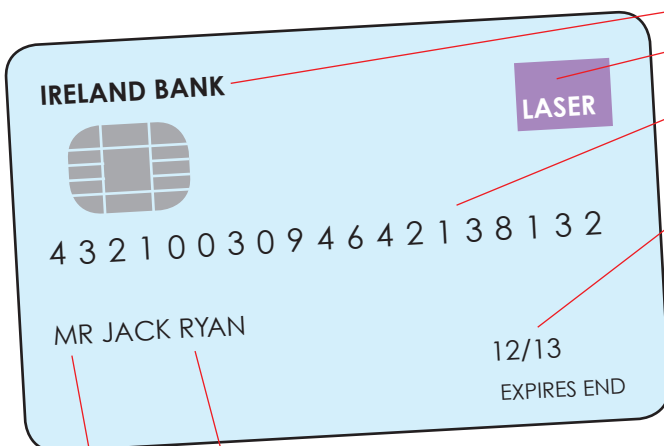
Please debit my: Visa card Laser card

Card number:

Expiry date: _____

Signature: _____ Today's date: _____

Jack's Laser card



The name of the bank

Type of card

The card number

The first number is the month.

12 means December.

The second number is the year.

13 means 2013.

You can use the card until the end of December 2013.

Title

The name of the person

Teodoro's story

Keywords

course learned properly housing beautiful



Teodoro Lemus with his family

© Bóthar

My name is Teodoro Lemus and I live in Honduras. I am 65 years old.

I have ten children. We were not doing very well, so I asked Bóthar for a cow. I went on a course and learned how to look after cows and my land properly. I got housing and food ready for the cow.

I never thought I could own a cow.

Having a cow is the most beautiful thing that has happened to us.

(Adapted from an article on www.bothar.ie)

Questions

1. What country does Teodoro come from?
2. How many people are in his family?
3. What did Teodoro do to get ready before the cow arrived?
4. How do you think the cow can make their lives better?
Put these words in the right place: selling / milk / school / cheese.

If the children drink the _____ they will be healthier.

They can earn money by _____ milk at the local market.

They can use the milk to make _____

If the family has money, the children can go to _____

Answers on page 102.

Discussion

1. Bóthar asks every family to pass on their gift. Why is this a good idea?
2. Teodoro will give his cow's first female calf to another family. How do you think he will feel when he is able to help another family?
3. Are there other ways you can help people in the developing world when you buy things? (Hint: read about Fairtrade on page 68.)



All photos © Bóthar

A Chinese saying

Have you heard this Chinese saying?

Give a man a fish and you feed him for a day.
Teach a man to fish and you feed him for a lifetime.

Do you think it is true?

✓ Tick your answer. **Yes** **No**

African sayings

Here are some African sayings. What do you think they mean? Can you think of another saying which means the same?

You do not teach the paths of the forest to an old gorilla.

The camel does not see the bend in its neck.

Patience can cook a stone.

Don't insult the crocodile until you cross the water.

If there are people in your group from different countries, tell the group some of your own sayings.

Making Trade Fair

Look for the **Fairtrade Mark** on food in the shops. In this section we find out what it means. We also find out the true cost of a cup of coffee.



© Fairtrade Foundation

Fair prices for farmers

Farmers in Ireland look for fair prices for their animals and for what they grow.

Many farmers in places like Africa, Asia or South America do not always get fair prices for their

- fruit
- cocoa
- coffee
- tea
- chocolate
- rice
- cotton

One way we can be sure that a farmer who works in those countries is getting a fair price is when it says **Fairtrade**.

A fair price for what you make or grow can give you money to buy food. You can have a home. You can send your children to school and buy clothes, medicines and other things your family needs.

What do you think?

A lot of food we eat and drink comes from farmers who are paid very little. Is that fair?

Write two sentences to say what you think.

Start with a capital letter and end with a full stop.

1. _____

2. _____

Fairtrade

What is Fairtrade?

It is about people buying and selling for a fair price. For a price that is not too high and not too low.

You can see the word **Fairtrade** in shops on many packets. They may be packets of coffee, fruit, chocolate, rice or many other things.



What does this logo mean?

This means a fair price has been paid to the people who grew or made the goods you buy.

Prices are not always fair. But if you look for the Fairtrade Mark, you know they are.

Fairtrade items

Here is a list of things. From what you have read so far, which of these might be sold as Fairtrade?

Circle the ones you think can be Fairtrade.

bananas

watches

coffee

chocolate

cars

pineapples

computers

tea



Women plucking tea leaves © Fairtrade Labelling International

Answers on page 102.

Unfair trade

What happens when you grow coffee or cotton and sell it for very little money?

Circle your answers.

1. If you are not paid enough, will it be hard to buy food, pay rent, and pay for education and clothes?

Yes

No

2. Do you think farmers and workers should be paid a fair price?

Yes

No

3. Has anyone been doing anything to help get better prices?

Yes

No

4. What is the name on food in the shops where farmers get a fair price?

Fairday

Fairlady

Fairtrade

Fair

5. Farmers who grow crops in two of these countries now sell through Fairtrade. Which two?

France

Colombia

England

Ethiopia

Working on the coffee chain

The coffee you drink is bought and sold many times. It may be bought and sold up to 150 times before you drink it.

Where would you like to work on the coffee chain?

1. Hand out cards with each of the five jobs to a student or to small groups.
2. Each student or small group discusses how much the person doing that job should earn from the cost of the jar of coffee.
3. Record the decisions. (You can write your estimates on page 73.)
4. Reveal the amount received by the person doing each job when it is not a Fairtrade deal. (See page 102.)
5. Follow up with discussion. Ask the group if they think the deal is Fairtrade.

(This activity is adapted from www.maketradefair.com, an Oxfam International website.)

Five jobs in the coffee chain



Coffee farmer

The coffee farmer grows the coffee and picks the beans.

Exporter

The exporter buys the raw coffee beans to send to other countries.

Shipper

The shipper brings the raw coffee beans across the sea to other countries.

Roaster

The roaster is the big company that roasts the coffee beans.

Retailer

The retailer sells the coffee to you and me.

Coffee Chain Calculator

1. There are five main links in the chain of people who bring the coffee from the bush to the breakfast table.
2. See if you can guess how much of the money that you pay for a jar of coffee goes to each of the links in the chain. Write down your guesses.
3. Check the actual amounts in the answers on page 102. Write them in. How close are your estimates? Are you surprised?

	Your estimate (%)	Actual amount (%)
Farmer		
Exporter		
Shipper		
Roaster		
Retailer		



Match the coffee chain words

These words all end in **er**.

Can you match the words on the left to the meaning on the right?

One is done for you.

roaster	brings the raw coffee beans across the sea to other countries
shipper	buys the raw coffee beans to send to other countries
exporter	grows the coffee and picks the beans
retailer	roasts the coffee beans
farmer	sells the coffee to you and me

Fair or fare?

They sound the same. They mean different things.

Circle the correct word in these sentences.

1. My sister is very **fair/fare**.
2. **Fair/fare** enough. I agree with that.
3. I have money for my bus **fair/fare**.
4. He went to the horse **fair/fare** last week.
5. The food in the restaurant was not great. It was only **fair/fare**.
6. How did he **fair/fare** in the exam? Well or badly?



Checking the coffee beans

© Fairtrade Labelling International

Answers on page 102.

Cartoon



© Brick

1. Do you think this is a good cartoon?

Does it make you smile? Does it make you think?

2. Think of a caption for the cartoon.

A coffee farmer who sells to Fairtrade



Edgar and his wife Blanca © Fairtrade Foundation

Edgar is a coffee farmer from Costa Rica. He is married with seven children and is 57 years old.

Edgar didn't go to school as a child. He worked on other people's farms to help his parents.

When his children started school, he went to night classes to learn. Every night, after a day in the fields, he studied. Now he can count, read and sign his name.

"If I could live life again I would study. I would also continue to work in the fields," he says.

"If you only study, then you forget that someone needs to grow things to eat and you can't eat money."

Coopeldos

Edgar belongs to a co-operative called Coopeldos.

The farmers in the co-operative sell some of their coffee to the Fairtrade market. They are paid a fair price by Coopeldos. They get enough money to live on.

The co-operative helps to pay for education for their families.

Edgar says that the price of coffee has gone down.

Edgar is afraid that without Fairtrade life would get worse and he wouldn't be able to pay his debts.

Edgar says, "Drink more coffee!"

True or false

Read these sentences.

✓ Tick **true** or **false**. The first one is done.

	True	False
1. Edgar grows bananas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. He lives in Spain.	<input type="checkbox"/>	<input type="checkbox"/>
3. He went to school when he was young.	<input type="checkbox"/>	<input type="checkbox"/>
4. He went to the cinema at night after work.	<input type="checkbox"/>	<input type="checkbox"/>
5. He is in a co-op called Todos.	<input type="checkbox"/>	<input type="checkbox"/>
6. The co-op pays low prices.	<input type="checkbox"/>	<input type="checkbox"/>
7. The co-op sells all its coffee to Fairtrade.	<input type="checkbox"/>	<input type="checkbox"/>
8. Edgar says the price of coffee has gone down.	<input type="checkbox"/>	<input type="checkbox"/>

Answers on page 102.

What can you do?

1. Bring three examples of Fairtrade items sold in the shops for your next session or workshop.
2. Study one product, for example, chocolate. Work in a small group to find out if there are problems for cocoa farmers, and in what countries.
3. Find out the names of local shops where Fairtrade chocolate/rice/coffee and so on are available. Tell your friends.
4. You may live in a Fairtrade town. If not, your town can become a Fairtrade town. Find out more at www.fairtrade.ie. Click on **Get Involved**.
5. Download the Fairtrade poster at:

http://maketradefair.com/en/assets/english/toolkit_posterA3.pdf

Equal Treatment?

In this section you can practise using medical words, learn more about HIV, and read how someone with AIDS may be treated differently in the developed and the developing world.

Both the topic and the language in this section are challenging.

Looking at photos

All these people have something in common. Can you tell from the photos what it is?



Edwin Cameron
from South Africa
© Edwin Cameron



A woman from Chad
© UNAIDS/AVECC/H Vincent



A girl from Honduras
© UNAIDS/PAHO/A Waak



Saul Massilah and
Florence from Kenya
© UNAIDS/G Pirozzi

Keywords

HIV AIDS positive medication

It is impossible to tell from the photos what these people all have in common.

They are all HIV positive. People who are HIV positive look just the same as people who are not HIV positive.

HIV is a virus. If someone has HIV, we say that they are **HIV positive**. Some people who are HIV positive will get AIDS. Not everyone will get AIDS, if they get the right medication.

There are more than 33 million people in the world living with HIV. Most of them live in Africa.

True or false: HIV and AIDS

What do you know about HIV and AIDS?

Read these sentences.

✓ Tick **true**, **false** or **don't know**. The first one is done.

	True	False	Don't know
1. Being HIV positive is the same thing as having AIDS.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Everyone who is HIV positive will get AIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You can get HIV by using a swimming pool used by people with HIV or AIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Only drug addicts and gay men get AIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If a pregnant woman is HIV positive, her baby will always be HIV positive too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The drugs to treat HIV and AIDS are always very expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answers on page 102.



Students at Mabathogna High School in Maseru, Lesotho, learn about AIDS prevention.

© UNAIDS/G Pirozzi

Words: medical words

Match these words with the correct meaning. The first one is done.

diagnose	getting better after being ill
treatment	decide what is wrong with someone who is ill
recovery	something you take to get better when you are ill
medicine	when illness spreads to many people
epidemic	the way to treat someone who is ill

Fill in the missing words.

1. If I am ill, a doctor can d i a g n o s e what is wrong.
2. Take this _____ three times a day.
3. Because of the flu _____, people all over Ireland are ill.
4. He is very ill and needs _____ right away.
5. She was ill last week, but she has made a good _____.

Answers on page 103.

Finding medical words

Dear Friends,

Last year I lost one sister to AIDS. Then my other sister was diagnosed HIV positive. We were all desperate. There was no way that she could get any medication in Zimbabwe.

Then some friends in Finland (where I live) gave me antiretrovirals left over when they changed to other drugs. These leftover drugs should be returned to the treatment centres and destroyed. They gave me the drugs, which I sent to my sister. With the help of her doctor, she began taking them. Her recovery has been amazing. She has gained weight, can now walk, eat and care for her young daughter.

But my sister is not out of danger because the antiretrovirals are running out.

I am in a country where AIDS is no longer a dreaded killer. Drugs and treatment are available. Yet on the other side of the world we have a young mother overshadowed by death.

Please help if you can. I know that throwing pills at one person is not the best way to tackle the AIDS epidemic in Africa, but we need help NOW to save this young mother.

Yours sincerely,

Percy Mashaire

(Adapted from a message on www.avert.org)

NOTE: **Antiretrovirals** are the drugs which are often used to treat people with HIV and AIDS.

Look at Percy's letter. How many medical words can you find in it?

You don't need to read the message carefully. Just look for medical words. We have given you one.

drugs

If you are working with other students, see if they found the same words or different ones.

Choosing the right answer

Now read the letter again more carefully. Choose the right answer in these sentences.

1. Percy lives in (a) Ireland.
(b) Finland.
(c) Zimbabwe.
2. Percy's sister lives in (a) Ireland.
(b) Finland.
(c) Zimbabwe.
3. In Finland, leftover drugs should be (a) returned to the treatment centre and sold again.
(b) destroyed by the patient.
(c) returned to the treatment centre and destroyed.
4. When Percy's sister took the drugs, (a) she got worse.
(b) she got better.
(c) they made no difference.
5. Percy's sister is (a) still in danger.
(b) now out of danger.
(c) fully recovered.
6. Treatment for AIDS is (a) easier to get in Zimbabwe than Finland.
(b) easier to get in Finland than Zimbabwe.
(c) easy to get in Finland and Zimbabwe.

Answers on page 103.

Discussion

1. What do you think people will do when they read Percy's message?
2. What are the dangers in taking drugs meant for someone else?
3. Can you suggest anything else Percy can do to help his sister?
4. Is the situation in Ireland more like Finland or Zimbabwe? If there are people in your group from other countries, ask them about their country also.

Families of words

These words are all from the same family.

TREAT

treatment – treat – treatable

Sort out the three families of words.

treatment – recovery - medical

recovered – medication - treat

treatable – recover - medicine

Some people find it useful to write families of words to help them remember new spellings.

Answers on page 103.



Billboards on AIDS prevention, Lesotho.

© UNAIDS/G Pirozzi

Agree or disagree?

Read these sentences. Do you agree or disagree?

✓ Tick a box.

	Agree	Neither agree nor disagree	Disagree
1. Only people in poor countries get HIV and AIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. People should only get treatment if they can pay for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Charity begins at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People in rich countries should help people in poor countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Leftover drugs should always be destroyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There is no prejudice in Ireland against people with HIV or AIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE TO TUTOR: This activity can be done as a 'walking debate'. Put a sign saying **Agree** on one wall and **Disagree** on another. Read the statements one by one. Students can stand beside the **Agree** sign if they agree, in the middle if they neither agree nor disagree, or beside the **Disagree** sign if they disagree. After each statement has been read out and everyone has taken a position, ask for reasons why they agree or disagree. Tell students they can move position, if they wish, when they hear someone else's point of view.

What you can do

Find out when World AIDS Day is. Buy a red ribbon.



Changing Climate, Changing Lives

In this section you can read about how climate change affects the lives of some of the poorest people in the world.

Living with climate change

Keywords

shelters heavy storms hurricanes severe flooding climate
drought famine constant



A family shelters from heavy rains in El Salvador. Storms and hurricanes now come more often and are more severe.

© Trócaire/Kim Haughton



Flooding around a home in Bangladesh. Climate change is causing more flooding than before.

© Trócaire



Badada Kule is 16. She lives in Ethiopia. Drought has killed many of her family's animals. Famine is a constant worry.

© Trócaire

Discussion

1. If your home was destroyed by a storm or flood, who would you ask for help?
2. If it rained too much or too little in Ireland next year, would you go hungry?
3. Do you agree or disagree with this sentence? ✓ Tick your answer.

Climate change affects poor people in developing countries more than people in rich countries.

Agree **Disagree**

Tell the group why you agree or disagree.

Adapting to climate change

Keywords

conserve rainwater irrigate hollow gathers meadow erosion



Samuel Mwangi, his wife, Shelmilh, and some of their eight children

© Trócaire



Shelmilh Mwangi prepares food

© Trócaire

Trócaire helps people in many countries to adapt to climate change. Samuel Mwangi is one of them.

Samuel is a farmer from Kenya. Because of the lack of rain, he works to conserve water. He uses a pond to collect rainwater.

He dug the pond himself. "I have eyes, I have hands, I can work," he says. The pond now holds enough water to irrigate his whole farm.

He makes the most of the water that he has. When planting crops, he plants in hollows. The water gathers in the hollow and does not run off the land.

He also leaves some of his land as a meadow to prevent soil erosion.

Samuel now grows tomatoes, cabbages, onions and peas.

(Adapted from an article on www.trocaire.ie)

Questions

1. What does Samuel use his pond for?
2. Why does he plant in hollows?
3. How does he prevent soil erosion?
4. If Samuel did not adapt to climate change, what might happen?
5. How can Trócaire help people affected by flooding? Name one way.
6. How can Trócaire help people living in a country with lots of hurricanes? Name one way.

Answers on page 103.



Morris Mwangi waters the crops

© Trócaire

Changing the climate

Keywords

gas petrol coal carbon fuels

Gas, petrol and coal all contain something called carbon. When we use these fuels, we add carbon to the air.

Too much carbon in the air is changing the climate.

How much carbon do you produce?

✓ Tick **always**, **sometimes** or **never**.

	Always	Sometimes	Never
1. I take showers instead of baths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I buy fruit and vegetables from Ireland, not from other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I switch off the light when I leave a room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I put on an extra jumper when I get cold instead of turning up the heat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I switch off the TV instead of leaving it on stand-by.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your carbon footprint

If a person or a country produces a lot of carbon, we say that they have a big carbon footprint.

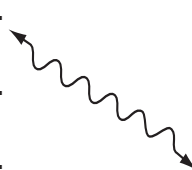
If you can make your carbon footprint smaller, you can help to stop climate change.

Go to www.change.ie to check your own carbon footprint or www.powerofone.ie for ideas to make your carbon footprint smaller.

Shortened forms

Match the words with the shortened form.

do not	shouldn't
does not	wouldn't
will not	don't
should not	doesn't
would not	won't



Answers on page 103.

Making suggestions

Finish these sentences.

If you want to have a smaller carbon footprint, you should _____

If you want to have a smaller carbon footprint, you shouldn't _____

Discussion

1. What could your family do to help stop climate change? Name one thing.
2. What could your community do to help stop climate change? Name one thing.
3. What could your government do to help stop climate change?
Name one thing.

Wordsearch

Search for these words.

climate - rain - sunshine - flood - hurricane - storm - drought - ice

o	h	u	r	r	i	c	a	n	e
u	c	u	r	s	t	v	f	c	f
s	s	l	a	d	m	n	l	r	d
e	f	d	i	f	s	t	o	r	m
w	e	d	n	m	f	x	o	b	n
p	o	u	b	n	a	v	d	o	r
d	r	o	u	g	h	t	k	n	g
s	u	n	s	h	i	n	e	o	k
w	e	c	a	d	c	c	c	r	p
f	r	e	y	u	e	p	e	s	c

Answers on page 103.



Fruit market during rain, Malawi, Dedza district. © Irish Aid/Maxwells

Remembering Rwanda

This section gives students an opportunity to tackle a long and more challenging reading. The article is in the Rwandan writer's own words.

The background information on Rwanda (on page 97) can be read before or after reading Colette's story.

One Hundred Days of Horror



Rwandan woman Colette Craven in the 1990s © Colette Craven

Keywords

close-knit doting unfolding
shatter extermination
campaign estimated

On April 7th 1994, I woke up in my home as a wife to Noel and mother to my son Kevin. I was a sister in a close-knit family. I was a daughter to a doting mother.

By the end of that day, events were unfolding that would not only shatter my country but would change my life forever.

A carefully-planned extermination campaign started that day which would last 100 days. By July, an estimated 800,000 people were killed.

The killing

Keywords

machetes hardline arenas roadblocks sanctuary respected
sacred universities moderate threat

Using machetes, hardline Hutus knocked at the homes of Tutsis and killed men, women and children. People were rounded up in schools and public arenas and killed. Roadblocks were set up on main roads to make sure no-one could escape. Even the sanctuary of the Church was not respected. People were hunted down and killed in these sacred places.

My name was on a list. I, like many more people in Rwanda, was mixed. I was the daughter of a Hutu father and a Tutsi mother. I had been educated at universities in Rwanda and Belgium and in 1994 I was working with the World Bank. I would have been known as a moderate who was in favour of power sharing. I was a threat.

Escape

Keywords

eligible evacuated journey shielded nightmare relatives desperately

But I was lucky. As I was married to an Irishman, I was eligible to be evacuated from the country. We left everything behind as we climbed onto a truck to make the short journey across town to the airport. As I shielded my son from the nightmare unfolding around us, my heart was breaking. All the phone lines were down. I had no way of contacting my mother or other relatives. I was desperately worried.

After about 48 hours I was in my husband's home town of Tullamore, Co Offaly. Every day I would watch the television news to see the horror unfold. After 100 days, the killing was over. Among the dead were my mother, my brother and more than 20 of my relatives.

Vanessa

Keywords

genocide orphan despite injuries patriotic raise

After the genocide, we learned that my niece, Vanessa, had survived. But she was now an orphan. Her father – who was my brother – had died before 1994. Her mother was killed during the genocide. Vanessa had survived by hiding under the bodies of the dead. Despite her injuries, she made her way to a safe area controlled by the Rwandan Patriotic Front (RPF). They looked after Vanessa before we brought her to Ireland to raise her as our daughter.

Life must go on

Keywords

basis responsible relished opportunity contribute rebuilding
devastated compelled utterly

About a year after the genocide, I started to work part-time for Trócaire. I later joined it on a full-time basis. Every day I would wake at 6 am to make the journey to Trócaire's head office from Tullamore. I was responsible for the Rwanda programme and I relished the opportunity to contribute to the rebuilding of my country. While devastated by my own loss, I felt compelled to help my people.

Life changed utterly for me and my country in 1994. I think of my mother and my other relatives who died. Life will never be the same again. But life must go on. And it will – in peace.

Discussion

1. Think of three things which you have in common with Colette. Think of three ways that your lives are different.
2. Can you think of another example where two groups in a country were reluctant to share power? What has to happen before different groups agree to share power?
3. Do you agree or disagree with this sentence? ✓ Tick your answer.

If there is fighting in a country, we should leave people to sort it out themselves. **Agree** **Disagree**

Tell the group why you agree or disagree.

Information on Rwanda

Rwanda is a country in Africa.

The capital of Rwanda is Kigali.

Population: almost 10 million.

The two main tribes in Rwanda are called the Tutsis and the Hutus. Most people are Hutu.

Women will live to about 48, men to only about 45.

In the past, when Rwanda was a Belgian colony, the Belgians considered the Tutsis superior to the Hutus. They gave the Tutsis better jobs and a better education than the Hutus. Hatred between the Tutsis and the Hutus got worse over the years.

After Rwanda became independent in 1962, the Hutus took power.

In 1994, the Hutu government and the Tutsi rebels agreed to share power. But hardline Hutus did not agree. The plane carrying the Rwandan President was shot down over Kigali on April 6th and then the killing started. Over the next 100 days, an estimated 800,000 people were killed.

Today, Rwanda still faces many challenges. Justice and peace are fragile and there is still a lot of poverty.



A woman from the village of Birembo in Rwanda. She is taking part in a project funded by Trócaire to grow better crops.

© Trócaire/Noel Gavin

More information on the genocide

If you want to know more about the genocide in Rwanda, have a look at the section on the BBC website called **Rwanda Genocide: Ten years on**.

You'll find it at:

http://news.bbc.co.uk/1/hi/in_depth/africa/2004/rwanda/default.stm

WARNING: many of the photographs and stories are upsetting.

In Pictures: Remembering the genocide shows photographs by Nick Dazinger.

http://news.bbc.co.uk/1/shared/spl/hi/africa/04/photo_journal/rwanda/html/1.stm

Living Among the Dead is the story of Flora Mukampore, a woman who survived the genocide.

<http://news.bbc.co.uk/1/hi/programmes/panorama/3582139.stm>

One Hundred Days is a slide show with the voices of reporters and people affected by the genocide.

<http://news.bbc.co.uk/1/hi/world/africa/3594187.stm>



Jacqueline and her brother Florien. Their parents died when Jacqueline was only 8 years old. She is now part of a Trócaire programme to help the family earn more money.

© Trócaire/Noel Gavin

Film

Watch the film **Hotel Rwanda**.

Answers

Not a Drop to Drink (page 4)

Word endings: adding ing (p.7)

cleaning
taking
reading
writing

Spelling: words beginning with un (p.9)

1. not kind, unkind
2. not well, unwell
3. not happy, unhappy
4. not fair, unfair
5. not lucky, unlucky

Mixed up sentences (p.9)

We need clean water to drink.
Dirty water can make people sick.
It is not safe to drink water which is not clean.

Water quiz (p.11)

1. True.
2. True.
3. False. People in 80 countries do not have enough clean water.
4. False. Many people in countries in Africa, South America and Asia have to walk miles every day to find water.
5. True.

Where do we find water? (p.13)

I like being near water. I walked down to the local swimming **pool** last week. Before I went out, I put on my coat because it looked like it was going to **rain**. Sometimes I like to go fishing on the **river** which is near my cousin's house. They have lovely water to drink because it comes from their own **well**.

Matching sentences (p.14)

People in Rutare drank water from a dirty river.
Many people walked for three hours.
Women and children got the water.
Clean water was too far away.

Water words: adding vowels (p.16)

drip (or drop), tap
bucket, pool
water, river
rain, sea
pond, lake

Working Children (page 18)

Questions (p.25)

1. These are all questions:
What colour is your jacket?
What colour is your house?
Who is at the door?
Is the door closed?
How much does that bag cost?
2. We need to add a full stop to the ones that are not questions.
Your book is on the table.
The door is open.
It is warm today.
The room is very big.

More than one (p.26)

two t-shirts
three houses
four hotels
five streets
six jobs

The Devil's Footsteps (page 28)

Looking at a photograph (p.30)

1. Princess Diana, who died in 1997.
2. A woman who has been injured by a landmine.
3. They are in Angola, in Africa. They are in a Red Cross clinic which treats people who have been injured by landmines. (The Red Cross is an organisation that helps people affected by war and disaster.)

Spelling: words ending in er (p.33)

- Someone who cleans is a **cleaner**.
 Someone who learns is a **learner**.
 Someone who lives in a village is a **villager**.
 Someone who drives is a **driver**.
 Someone in their teenage years is a **teenager**.
 Someone who teaches is a **teacher**.

Spelling: words beginning with de (p.33)

- Defrost** means get rid of frost or ice.
 A **demister** is a heater that removes mist from a car windscreen.
 A **deodorant** is something which removes odours or smells.

Deminers (p.33)

A deminer removes landmines.

Matching sentences to photos (p.35)

	(a) Sidavone Sipaseuth	(b) Vansom Pimavong	(c) Bouakham Keophomma	(d) Davanh Simmavong
Her sister was injured in an explosion.	✓			
There were no jobs in her village.			✓	
She wants to help her community.				✓
She wants to clear land so that the villagers can grow more food.			✓	
She thinks it is a good job.			✓	
She wanted to change her job.		✓		

Spelling: long words (p.36)

landmine supermarket himself network shantytown

1. I do my shopping every week in a **supermarket**.
2. Many poor people live in a **shantytown**.
3. A **landmine** can kill or injure someone.
4. When she has a problem, she has a good **network** of friends who help her.
5. He had no one to help him so he did it **himself**.

Changing the World (page 39)

Discussion (p.40)

- Here are some of the things Bob Geldof and Bono have done to help the poor people of the world.

Bob Geldof recorded a song called **Do they know it's Christmas?** with a lot of other singers. When people bought the song the money was used to help people in Ethiopia. He also organised a big concert called **Live Aid** to raise money.

Bono set up an organisation called **DATA**. DATA helps people with HIV or AIDS and the poorest people in Africa.

Both Bob Geldof and Bono have talked to the presidents and prime ministers of rich countries. They persuaded them to give more money to help the poorest people in the world.

Many poor countries owe money to big banks. Bob Geldof and Bono have persuaded them to allow poor countries to keep their money to help their own people. The work of Bob Geldof and Bono has helped millions of people in the world to have a better life.

Spelling: countries and nationalities (p.41)

- Ireland - Irish
England - English
Poland - Polish
- Mexico - Mexican
Germany - German
Nigeria - Nigerian
- Iraq - Iraqi
Vietnam - Vietnamese
Greece - Greek

Putting events in order (p.42)

- Christina Noble was born.
- Her mother died.
- She escaped from an orphanage.
- She went to England.
- She got married.
- She had a dream about children in Vietnam.

Matching words (p.43)

begging	asking
prizes	awards
very poor	destitute
schooling	education
terrible	appalling

Christina Noble Crossword (p.45)

Down

- Violent
- Ten
- England
- Music
- Hole

Across

- Dublin
- Vietnam
- Rich
- Ground

A World of Hunger (page 48)

True or false (p.51)

- True.
- False. Burundi is top of the list of countries where the biggest percentage of people are hungry.
- False. In one of the goals of the Millennium Declaration there is a plan to tackle hunger.
- False. The Millennium Declaration was signed in September 2000.
- True.

Comparing (p.52)

1. He was sick yesterday, but he is **better** today.
2. That was the **funniest** film I ever saw.
3. My cousin is the **laziest** man I know.

Money Matters (page 58)

Questions (p.60)

1. The event is a Bring and Buy Sale.
2. It is for Concern.
3. It is on 11 October at 8pm.
4. It is in St Patrick's Hall.
5. It costs €5 to go in.

Choose your gift (p.64)

1. Jack is buying two hives of honey bees and three rabbits.
2. He has to pay €150 (€90 for the two hives and €60 for the three rabbits).

Questions (p.66)

1. Teodoro is from Honduras.
2. There are twelve people in the family, Teodoro, his wife, and their ten children.
3. He went on a course. He got housing and food ready for the cow.
4. If the children drink the **milk**, they will be healthier.
They can earn money by **selling** milk at the local market.
They can use the milk to make **cheese**.
If the family has money, the children can go to **school**.

Making Trade Fair (page 68)

Fairtrade items (p.70)

The things which might be sold as Fairtrade are: bananas, coffee, chocolate, pineapples and tea.

Coffee Chain Calculator (p.73)

This is the actual amount that each gets:

- Farmer, 2% (2 per cent)
- Exporter, 3% (3 per cent)
- Shipper, 6% (6 per cent)
- Roaster, 64% (64 per cent)
- Retailer, 25% (25 per cent)

Fair or fare? (p.74)

1. My sister is very **fair**.
2. **Fair** enough. I agree with that.
3. I have money for my bus **fare**.
4. He went to the horse **fair** last week.
5. The food in the restaurant was not great. It was only **fair**.
6. How did he **fare** in the exam? Well or badly?

True or false (p.77)

1. False. He grows coffee.
2. False. He lives in Costa Rica.
3. False. He worked on other people's farms to help his parents.
4. False. He went to night classes.
5. False. He is in a co-op called Coopeldos.
6. False. The co-op pays a fair price.
7. False. The co-op sells some of its coffee to Fairtrade.
8. True.

Equal Treatment? (page 78)

True or false: HIV and AIDS (p.80)

The sentences are all false.

1. False. Being HIV positive is not the same thing as having AIDS.
2. False. HIV is the virus that can cause AIDS, but not everyone who is HIV positive will get AIDS.
3. False. You cannot get HIV by using a swimming pool used by people with HIV or AIDS.
4. False. Anyone can get AIDS.

- False. If a pregnant woman who is HIV positive gets treatment, her baby may not be HIV positive.
- False. Some of the drugs only cost a few dollars a day, but this is too dear for many people in poor countries.

Words: medical words (p.81)

diagnose - decide what is wrong with someone who is ill

treatment - the way to treat someone who is ill

recovery - getting better after being ill

medicine - something you take to get better when you are ill

epidemic - when illness spreads to many people

- If I am ill, a doctor can **diagnose** what is wrong.
- Take this **medicine** three times a day.
- Because of the flu **epidemic**, people all over Ireland are ill.
- He is very ill and needs **treatment** right away.
- She was ill last week, but she has made a good **recovery**.

Choosing the right answer (p.83)

- Percy lives in (b) Finland.
- Percy's sister lives in (c) Zimbabwe.
- In Finland, leftover drugs should be (c) returned to the treatment centre and destroyed.
- When Percy's sister took the drugs, (b) she got better.
- Percy's sister is (a) still in danger.
- Treatment for AIDS is (b) easier to get in Finland than Zimbabwe.

Families of words (p.84)

medical – medication - medicine

recovered – recovery - recover

treat - treatment - treatable

Changing Climate, Changing Lives (page 86)

Questions (p.89)

- Samuel uses his pond to collect rainwater.
- He plants in hollows so that the water does not run off the land.
- He leaves some of the land as a meadow to prevent soil erosion.
- If Samuel did not adapt to climate change, the crops might not grow. The family might not have enough food.
- Here are some ways Trócaire could help people affected by flooding: build a wall to stop the water, build stronger houses, help families move to a safer place. (You might think of a different way.)
- Here are some ways Trócaire can help people living in a country with lots of hurricanes: set up an alarm system to warn people a hurricane is coming, build stronger houses, help people fix their houses if they are damaged. (You might think of a different way.)

Shortened forms (p.91)

do not, don't

does not, doesn't

will not, won't

should not, shouldn't

would not, wouldn't

Wordsearch (p.92)

o	h	u	r	r	i	c	a	n	e
u	c	u	r	s	t	v	f	c	f
s	s	l	a	d	m	n	l	r	d
e	f	d	i	f	s	t	o	r	m
w	e	d	n	m	f	x	o	b	n
p	o	u	b	n	a	v	d	o	r
d	r	o	u	a	h	t	k	n	g
s	u	n	s	h	i	n	e	o	k
w	e	c	a	d	c	c	c	r	p
f	r	e	y	u	e	p	e	s	c

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Should we buy Fairtrade goods when we go shopping?

Will we always have a supply of clean water?

Why is there still so much hunger in the world?

This resource book is for tutors and students in adult basic education who wish to think and learn about development issues, including Fairtrade, water, hunger, child labour, landmines, people who make a difference, fundraising, HIV and AIDS, climate change, and Rwanda.

This resource book is available to download from:
www.developmenteducation.ie/resources